

## Haut Gap Middle

1861 Bohicket Road  
Johns Island, SC 29455

**Grades** 6–8 Middle School

**Enrollment** 328 Students

**Principal** Deborah Fickling 843–559–6418

**Superintendent** Dr. Maria L. Goodloe–Johnson 843–937–6319

**Board Chair** Ms. Nancy Cook 873–760–2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	7	46

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Good	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Unsatisfactory	Unsatisfactory	No

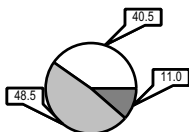
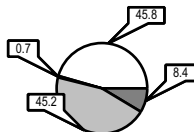
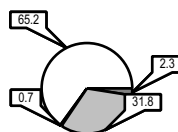
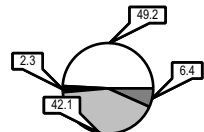
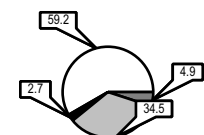
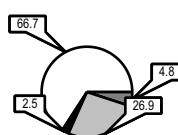
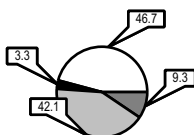
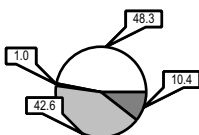
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	100.0	91.6
<b>English 1</b>	N/A	80.6
<b>Biology 1/Applied Biology 2</b>	N/A	44.6
<b>Physical Science</b>	N/A	27.3
<b>All Subjects</b>	100.0	83.2

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	322	91.3	39.9	49.5	10.6	0.0	16.8	No	Yes
<b>Gender</b>									
Male	167	88.0	50.4	44.6	5.0	0.0	11.5	N/A	N/A
Female	155	94.8	29.1	54.5	16.4	0.0	22.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	23	87.0	35.3	47.1	17.6	0.0	29.4	I/S	I/S
African American	269	91.1	38.6	51.5	9.9	0.0	15.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	96.6	59.1	27.3	13.6	0.0	18.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	268	100.0	36.7	51.6	11.7	0.0	18.1	N/A	N/A
Disabled	54	48.1	72.0	28.0	0.0	0.0	4.0	I/S	No
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	321	91.3	39.7	49.6	10.7	0.0	16.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	27	96.3	60.0	30.0	10.0	0.0	15.0	I/S	I/S
Non-Limited English Proficient	295	90.8	38.3	51.0	10.7	0.0	17.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	281	91.5	41.0	48.5	10.5	0.0	15.9	No	Yes
Full-pay meals	41	90.2	32.4	55.9	11.8	0.0	23.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	322	91.3	45.4	45.8	8.1	0.7	19.0	No	Yes
<b>Gender</b>									
Male	167	88.0	51.1	41.7	5.8	1.4	19.4	N/A	N/A
Female	155	94.8	39.6	50.0	10.4	0.0	18.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	23	87.0	41.2	47.1	11.8	0.0	23.5	I/S	I/S
African American	269	91.1	45.9	46.4	7.3	0.4	18.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	29	96.6	45.5	36.4	13.6	4.5	27.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	268	100.0	44.0	46.8	8.5	0.8	20.6	N/A	N/A
Disabled	54	48.1	60.0	36.0	4.0	0.0	4.0	I/S	No
<b>Migrant Status</b>									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	321	91.3	45.2	46.0	8.1	0.7	19.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	27	96.3	45.0	40.0	10.0	5.0	25.0	I/S	I/S
Non-Limited English Proficient	295	90.8	45.5	46.2	7.9	0.4	18.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	281	91.5	46.9	45.6	6.7	0.8	17.6	No	Yes
Full-pay meals	41	90.2	35.3	47.1	17.6	0.0	29.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	322	92.9	65.1	31.9	2.3	0.7	3.0
<b>Gender</b>							
Male	167	90.4	66.2	28.7	4.5	0.6	5.1
Female	155	95.5	63.8	35.5	0.0	0.7	0.7
<b>Racial/Ethnic Group</b>							
White	23	91.3	47.4	47.4	5.3	0.0	5.3
African American	269	92.2	66.7	31.0	1.6	0.8	2.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	29	100.0	60.9	30.4	8.7	0.0	8.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	268	100.0	60.5	36.7	2.4	0.4	2.8
Disabled	54	57.4	88.0	8.0	2.0	2.0	4.0
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	321	92.8	65.0	32.0	2.4	0.7	3.0
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	61.9	28.6	9.5	0.0	9.5
Non-Limited English Proficient	295	92.2	65.3	32.1	1.8	0.7	2.5
<b>Socio-Economic Status</b>							
Subsidized meals	281	92.9	66.9	30.0	2.3	0.8	3.1
Full-pay meals	41	92.7	52.6	44.7	2.6	0.0	2.6

<b>Social Studies</b>							
All Students	322	92.9	49.3	41.9	6.4	2.3	8.7
<b>Gender</b>							
Male	167	90.4	54.1	36.3	7.0	2.5	9.6
Female	155	95.5	44.0	48.2	5.7	2.1	7.8
<b>Racial/Ethnic Group</b>							
White	23	91.3	21.1	68.4	10.5	0.0	10.5
African American	269	92.2	51.0	41.2	5.9	2.0	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	29	100.0	56.5	30.4	4.3	8.7	13.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	268	100.0	44.4	46.0	7.3	2.4	9.7
Disabled	54	57.4	74.0	22.0	2.0	2.0	4.0
<b>Migrant Status</b>							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	321	92.8	49.2	42.1	6.4	2.4	8.8
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	57.1	33.3	4.8	4.8	9.5
Non-Limited English Proficient	295	92.2	48.7	42.6	6.5	2.2	8.7
<b>Socio-Economic Status</b>							
Subsidized meals	281	92.9	51.2	41.2	5.8	1.9	7.7
Full-pay meals	41	92.7	36.8	47.4	10.5	5.3	15.8

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	57.0	38.4	4.7	0.0	4.7
	7	117	99.2	31.5	58.3	10.2	0.0	10.2
	8	104	100.0	29.2	46.9	20.8	3.1	24.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	90	94.4	44.9	46.2	9.0	0.0	9.0
	7	116	91.4	40.8	49.0	10.2	0.0	10.2
	8	116	88.8	35.1	52.6	12.4	0.0	12.4
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	37.2	52.3	9.3	1.2	10.5
	7	117	100.0	50.0	33.3	15.7	0.9	16.7
	8	104	100.0	39.6	50.0	10.4	0.0	10.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	90	94.4	38.5	52.6	9.0	0.0	9.0
	7	116	91.4	46.9	48.0	5.1	0.0	5.1
	8	116	88.8	49.5	38.1	10.3	2.1	12.4
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	68.6	29.1	0.0	2.3	2.3
	7	117	100.0	48.1	43.5	4.6	3.7	8.3
	8	104	100.0	52.1	43.8	4.2	0.0	4.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	90	94.4	67.1	30.5	2.4	0.0	2.4
	7	116	92.2	68.2	30.8	0.9	0.0	0.9
	8	116	92.2	60.6	33.9	3.7	1.8	5.5
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	57.0	37.2	3.5	2.3	5.8
	7	117	100.0	48.1	43.5	4.6	3.7	8.3
	8	104	100.0	35.4	46.9	12.5	5.2	17.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	90	94.4	41.5	46.3	8.5	3.7	12.2
	7	116	92.2	54.2	42.1	2.8	0.9	3.7
	8	116	92.2	50.5	38.5	8.3	2.8	11.0

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 328)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.3%	Down from 12.5%	9.6%	16.7%
Retention rate	5.8%	Down from 9.0%	4.0%	2.5%
Attendance rate	95.1%	Up from 94.0%	95.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.7%	Up from 8.4%	0.5%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	8.7%	Up from 8.6%	0.5%	1.0%
Eligible for gifted and talented	9.8%	Up from 8.7%	7.3%	15.6%
On academic plans	60.2%	N/AV	56.2%	39.9%
On academic probation	23.9%	N/AV	3.0%	0.7%
With disabilities other than speech	14.9%	Down from 15.3%	13.8%	12.4%
Older than usual for grade	10.1%	Down from 12.0%	7.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.4%	Up from 6.0%	1.3%	0.9%
Annual dropout rate	0.4%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	36.4%	Down from 39.1%	53.8%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	30.3%	N/A	15.5%	9.1%
Teachers with emergency or provisional certificates	13.3%	Down from 23.5%	13.6%	5.6%
Teachers returning from previous year	80.5%	Up from 75.9%	76.4%	84.6%
Teacher attendance rate	94.2%	Down from 97.1%	94.4%	94.8%
Average teacher salary	\$38,400	Up 0.6%	\$40,387	\$42,267
Prof. development days/teacher	9.6 days	Down from 21.5 days	11.5 days	11.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 18.0	2.0	3.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 21.2 to 1	19.3 to 1	21.1 to 1
Prime instructional time	88.0%	Down from 89.1%	87.4%	89.0%
Dollars spent per pupil*	\$7,502	Up 6.4%	\$7,290	\$6,243
Percent of expenditures for teacher salaries*	48.4%	Down from 66.1%	55.2%	59.8%
Percent of expenditures for instruction*	62.8%		64.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	93.8%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Haut Gap Middle School has continued to focus on the Accelerated Schools Program and the Charleston Plan for Excellence. Through the Accelerated Schools model, we continue to increase teacher leadership skills and increase the use of powerful learning strategies and activities in the classroom.

Haut Gap Middle School serves 323 students in grades 6 through 8 from the rural areas of John's and Wadmalaw Islands and the resort islands of Kiawah and Seabrook. The ethnic population of the school is approximately 84% African American, 8% Caucasian and 9% Hispanic and other groups. Over 85% of the students participate in the free and reduced lunch program. A review of PACT scores for the 2004-2005 school year reveal an increase in the number of 7th and 8th grade students scoring Basic and above. ELA scores demonstrate positive results from the emphasis on reading and writing across the curriculum. While 7th grade growth remained constant at 71.1% in 2004 to 71.9% in 2005, 8th graders excelled showing an increase from 65% in 2004 to 73.4% in 2005. The greatest increase is in the movement from Proficient in 2004 (9.7%) to Proficient in 2005 (22.3%) for the 8th grade; this reflects an increase of 12.6% in one year. In ELA 6th graders showed some decline with fewer students (45.4%) moving into the Basic and above category. Math results show declines in the number of Basic and above in grades 6 and 7, while posting steady gains in grade 8. Although 6th grade increased the number of students in the Basic category from 39.3% in 2004 to 53.4% in 2005, greater emphasis will be placed remediating 6th graders in Math as they arrive from the elementary school. Through our work with the Accelerated Schools model, Positive Behavior Support System, computer assisted instruction with Academy of Reading and Math, and the After School program, we will continue to focus on enriching teaching strategies and improving student learning activities and student performance.

Currently, to meet the needs and concerns of the school population, Haut Gap Middle School participates in the Foundation for Excellent Schools, Communities in Schools, Gear-Up, T-Time and Wise Guys positive development programs. These programs provide for additional assistance for students and focus on intellectual, social and emotional growth.

Our new slogan provided by our PTSA and SIC is Find a Way or Make One. With this in mind, we are proud to note that our students were winners in the Lt. Governor's Writing Contest, Optimist Oratorical Competition, National Future Business Leaders Association, and Junior Scholars Program. We have continued our recognition as a Community of Readers Award Winner and have been identified as a Healthy School Community by the State Department of Education. We want to continue through the world of academics and technology to Motivate, Achieve, Give, and Care for all of our students.

Byron Johnson, SIC Chairperson  
Deborah A. Fickling, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	23	102	81
Percent satisfied with learning environment	56.5%	55.9%	78.8%
Percent satisfied with social and physical environment	65.2%	49.0%	71.6%
Percent satisfied with school-home relations	65.2%	72.5%	76.5%

\*Only students at the highest middle school grade level at this school and their parents were included.